

Unit #1 Title: Study and Work for Success

Lesson Title: Complete or Incomplete? That is the Question!

Lesson: 1 of 2

Grade Level: 1

Length of Lesson: 30-35 min.

Missouri Comprehensive School Counseling Big Idea:

AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):

AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.

AD.4.B.01: Develop and practice work habits necessary for school success.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Materials (include activity sheets and/ or supporting resources)

2 puppets (optional)

Get two different blank worksheets from the classroom teacher. For the first worksheet, counselor should make one copy neat, complete, and following all directions. Make a second copy of the same worksheet messy, crumpled, incomplete, no name, not following directions. For the group activity, the counselors should prepare 4-5 different incorrectly completed assignments.

NO ACTUAL STUDENT WORK SHOULD BE USED!!

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	5. Comprehending and evaluating the content and
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		artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will, as a group member, identify four factors that contribute to a correctly completed assignment.

The students will identify at least three work habits necessary for school success.

Lesson Formative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.**

The student will determine four factors that contribute to a correctly completed assignment.
The student will use the FLY Activity Sheet to self assess work habit skills and develop a plan for needed improvement.

Lesson Preparation**Essential Questions:**

What does it mean to do a job correctly?

Why should we make sure we do a job correctly?

Engagement (Hook):

Counselor will engage in a conversation between 2 puppets. Each puppet would have identical worksheets, but one would be neat, complete and following directions, while the other one is crumpled, no name, missing answers, etc. Puppets should compare papers talking about high points, differences, and how one is completed and the other one is incorrectly completed.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Ahead of time, counselor should consult	1. Students listen to introduction.

<p>with the teacher to find out the specifics of what s/he requires as components for a correctly completed assignment (e.g. name at top, date, neat, follows directions, all questions answered, etc.)</p>	
2. Counselor will ask the group: How are these two assignments alike and different?	2. Students will respond identifying elements of complete and incomplete assignments (see #1).
3. Counselor will write the student generated components of a correctly completed assignment on a dry erase, smart board, chart paper, or other.	3. Students observe
4. What work habits help in making sure that work is completed correctly? Give me thumbs up/thumbs down if you think the following work habits would be helpful or not in completing work correctly? (Following directions/listening/getting along with others/talking to someone while the teacher is giving directions/wandering around the room/having a pencil/yelling out, etc.)	4. Students will listen to each work habit and give thumbs up/thumbs down.
5. Divide students into 4-5 groups, giving each group one of the incorrectly completed assignments described above. Each group is to identify the areas that need improvement for completion of the work.	5. Students will work together, cooperatively, to complete the activity. (2-3 minutes)
6. Each group will report its findings to the rest of the class.	6. Each group reports findings; the other students/groups listen.
7. Counselor will compliment the class on a job well done, emphasizing the positive work habits that they used in the activity.	7. Students sit quietly, ready for their next activity.

Teacher Follow-Up Activities

The teacher may review the list of good work habits, and students will put those habits into practice by completing the next assignment.

Counselor reflection notes (completed after the lesson)